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## ABSTRACT

The behavioral objectives, aims, and premises of this curriculum are similar to SO 002 500. This framework provides a sequential course outline for grades 7, 8, and 9, attempting to motivate students to investigate value issues with the aid of concepts and processes presented in an inter-disciplinary manner. The outline is based on the theme "Man, Culture, and Technology" in pre-industrial, Afro-Asian and Western Societies. Value issues relating to the theme are presented and methods of developing concepts are provided. A flexible course outline allows curriculum decision-making at the classroom, school, and district levels and suggests that approximately one-third of the time remain un-structured for current interest topics chosen by students and teachers. Special features include suggestions for the use of teaching aids and lists of additional reference books.

(Author/SJM)

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## JUNIOR HIGH SCHOOL CURRICULUM GUIDE

for

## SOCIAL STUDIES

Province of Alberta  
Department of Education  
April, 1971

## A C K N O W L E D G E M E N T

The Department of Education acknowledges with appreciation the contributions of the following Social Studies Committee members to the preparation of this Junior High School Curriculum Guide for Social Studies. The Ad Hoc Committees operated under the guidance of the Secondary School Social Sciences Committee and the Secondary School Curriculum Board. The Department also acknowledges the contributions of the many teachers who conducted pilot classes throughout the experimental stage of development of these courses.

### Secondary Social Sciences Curriculum Committee

Dr. S. N. Odynak, Associate Director of Curriculum (Secondary), Department of Education, Edmonton (Chairman)  
Miss P. A. Arnold, Killarney Junior High School, Edmonton  
A. R. Brown, Department Head of Social Studies, Victoria Composite High School, Edmonton  
E. Erickson, Education Consultant, Department of Education, Calgary  
Professor H. Klassen, Department of History, Faculty of Arts and Science, University of Calgary, Calgary  
N. Kozak, McDougall Junior High School, Edmonton  
Sam Morie, Vice-Principal, Castor Public School, Castor  
Miss Darlene Puetz, St. Marys' Girls School, Calgary  
Dr. H. Skolrood, Faculty of Education, University of Lethbridge, Lethbridge  
H. M. Westcott, Supervisor of Social Studies, Yellowhead School Division, Edson  
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

### Grade VII Social Studies Ad Hoc Committee

N. Kozak, McDougall Junior High School, Edmonton (Chairman)  
Miss P. Arnold, Killarney Junior High School, Edmonton  
Mrs. L. Ballance, Ardrossan Junior-Senior High School, Ardrossan  
Mrs. M. Bedard, Academie Assomption, Edmonton  
F. Champagne, St. John's College, Edmonton  
P. B. Spear, Rosedale Junior High School, Calgary  
F. Sweet, Vermilion  
E. Yates, Social Studies Consultant, Calgary Public Schools, Calgary  
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

### Grade VIII Social Studies Ad Hoc Committee

R. J. Bird, Colonel Irvine Junior High School, Calgary (Chairman)  
H. Bridges, Avalon Junior High School, Edmonton  
D. L. Clark, Fort Saskatchewan Junior High School, Fort Saskatchewan  
G. Funk, Stratford Junior High School, Edmonton  
H. Ross, Strathearn Junior High School, Edmonton  
A. T. Russell, Georges P. Vanier Junior High School, Calgary  
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

Grade IX Social Studies Ad Hoc Committee

S. Morie, Castor Public School, Castor (Chairman)  
F. Alexandruk, Hardisty Junior High School, Edmonton  
M. Bodnar, Donnan Junior High School, Edmonton  
T. J. Cairns, Parkdale Junior High School, Calgary  
J. Campbell, Bowness Junior High School, Calgary  
Mrs. V. Holman, Devon Junior High School, Devon  
K. Molyneux, D. S. McKenzie Junior High School, Edmonton  
Ray Olgac, Bonnyville Junior High School, Bonnyville  
C. D. Ledgerwood, Education Consultant, Department of Education, Edmonton

**NOTE:**

This Curriculum Guide is a service publication only. The Junior High School Program of Studies contains the official statement concerning Junior High School Social Studies. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

## P R E F A C E

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder, "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints<sup>1</sup> have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom. The psychological survival of individuals, the cultural survival of societies and the physical survival of mankind will be determined by the manner in which today's students exercise their freedom of choice.<sup>2</sup>

In order to meet the need which prompted its inception, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be". A concentrated concern with "what ought to be" gives rise to what is probably the major distinguishing characteristic of the new social studies - its values orientation. The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by a clear, consistent and defensible system of values.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. The valuing process should be the major activity of social studies students.

A second characteristic of the new social studies is flexibility. The curriculum allows for decisions to be made by those who will be affected by them. The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called

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<sup>1</sup>Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".

<sup>2</sup>Frank Simon, *Enquiry Skills - What For?* (unpublished).

the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief amongst these challenges is the invitation to help children discover (or re-discover) their feelings! Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

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## CHAPTER ONE

### THE NEW SOCIAL STUDIES PROGRAM

#### Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of co-operating with the home, the church, and other social agencies in helping students find how to live and what to live for.

#### Free choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic<sup>1</sup> goals of education by offering students experience in living and not just preparation for living. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

### ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES<sup>2</sup>

#### A. The Valuing Process

#### Priority on valuing

Consistent with the above rationale, the objectives of the new social studies place high priority on the valuing process. The valuing process involves three basic

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<sup>1</sup>Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

<sup>2</sup>Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.



skills.<sup>3</sup> Students in the Alberta social studies should demonstrate that they are:

- |                    |          |  |
|--------------------|----------|--|
| Acting upon values | Choosing | - 1. Identifying all known alternatives<br>2. Considering all known consequences of each alternative<br>3. Choosing freely from among alternatives |
|                    | Prizing  | - 4. Being happy with the choice<br>5. Affirming the choice, willingly and in public if necessary  |
|                    | Acting   | - 6. Acting upon the choice<br>7. Repeating the action consistently in some pattern of life  |

Affective and cognitive aspects of valuing

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.<sup>4</sup>

#### B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- |                               |  |
|-------------------------------|--|
| Internalizing a value complex | - Aware of values, willing to take notice of values, and giving controlled or selected attention to values |
|                               | - Responding to values with openness, willingness and satisfaction   |
|                               | - Accepting values, preferring values and committing themselves to values                                  |
|                               | - Conceptualizing their own values and organizing a value system   |
|                               | - Becoming characterized by a value or value complex. <sup>5</sup>   |

<sup>3</sup>L. Raths, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

<sup>4</sup>Michael Scriven, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

<sup>5</sup>David Krathwohl, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

#### Value issues as content

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

- The dignity of man
- Freedom
- Equality
- Justice
- Empathy
- Loyalty
- Other values

#### C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.<sup>6</sup>

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<sup>6</sup>Benjamin Bloom, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Norris M. Sanders, *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem-solving process. Bloom's Taxonomy lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

Students should be able to:

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

Cognitive  
skills  
summarized

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do - both formally-structured knowledge from the disciplines and informally-structured knowledge from ordinary experience.<sup>7</sup> Such data include:

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.<sup>8</sup>

Categories of  
knowledge  
content

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

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<sup>7</sup>Mauritz Johnson, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

<sup>8</sup>Bloom, *op. cit.*, p. 62 ff.

Knowledge of ways and means of dealing with social problems should include the ability to:

- Identify and clarify the problem
- Formulate hypotheses
- Collect data
- Classify data
- Analyze data and evaluate the desirability and feasibility of taking action on the problem
- Propose a course of action and examine the desirability and feasibility of taking action on the problem.<sup>9</sup>

Problem  
solving  
method

Knowledge of ways and means of dealing with social problems should also include the ability to:

- Interpret the feelings and ideas of others
- Respond to the feelings and ideas of others in a manner appropriate to the occasion
- Express one's own feelings and ideas to others
- Co-operate with others, though not to the extent of compromising basic values.

Social  
skills

Knowledge of concepts, generalizations, theories ✓ and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

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<sup>9</sup>Frank Simon, *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Inter-  
disciplinary  
base of  
social studies  
concepts

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

ENVIRONMENT is, itself, an important concept which can be defined in terms of Time, Space, Culture and Systems.

Man's interaction with his environment produces CAUSAL RELATIONSHIPS. In order to understand causality, one needs to recognize that behavior is affected by Goals, Norms, Technology, and Power.

Since all man's interactions involve cause and effect relationships, he lives in a state of INTERDEPENDENCE. Interdependence may take the form of Cooperation and/or Conflict and may produce Stability and/or change.

A diagrammatic representation of the interaction process will be found on page 7.

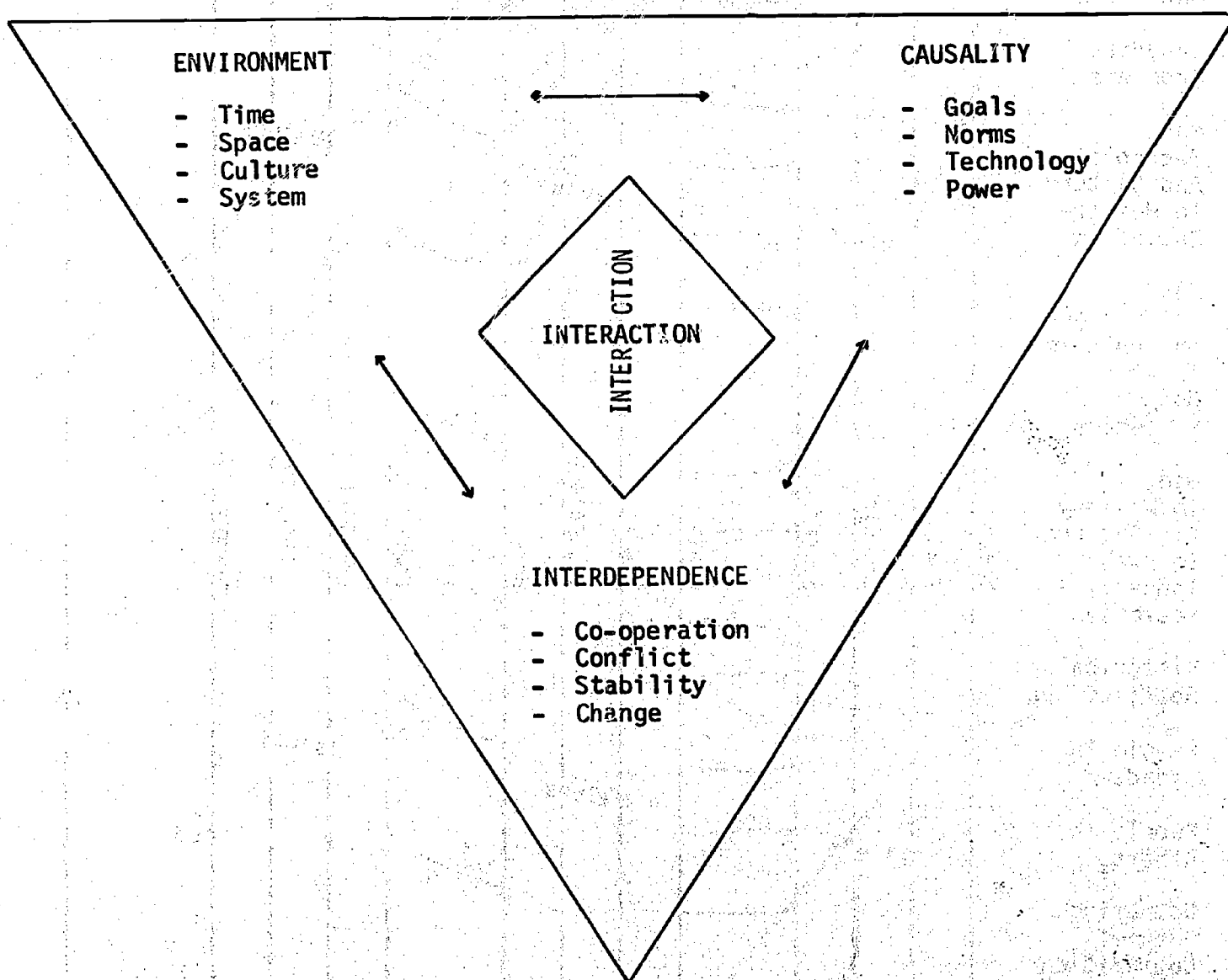
The  
spiralling  
of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.<sup>10</sup> A diagrammatic representation of spiralling concepts is shown on page 8.

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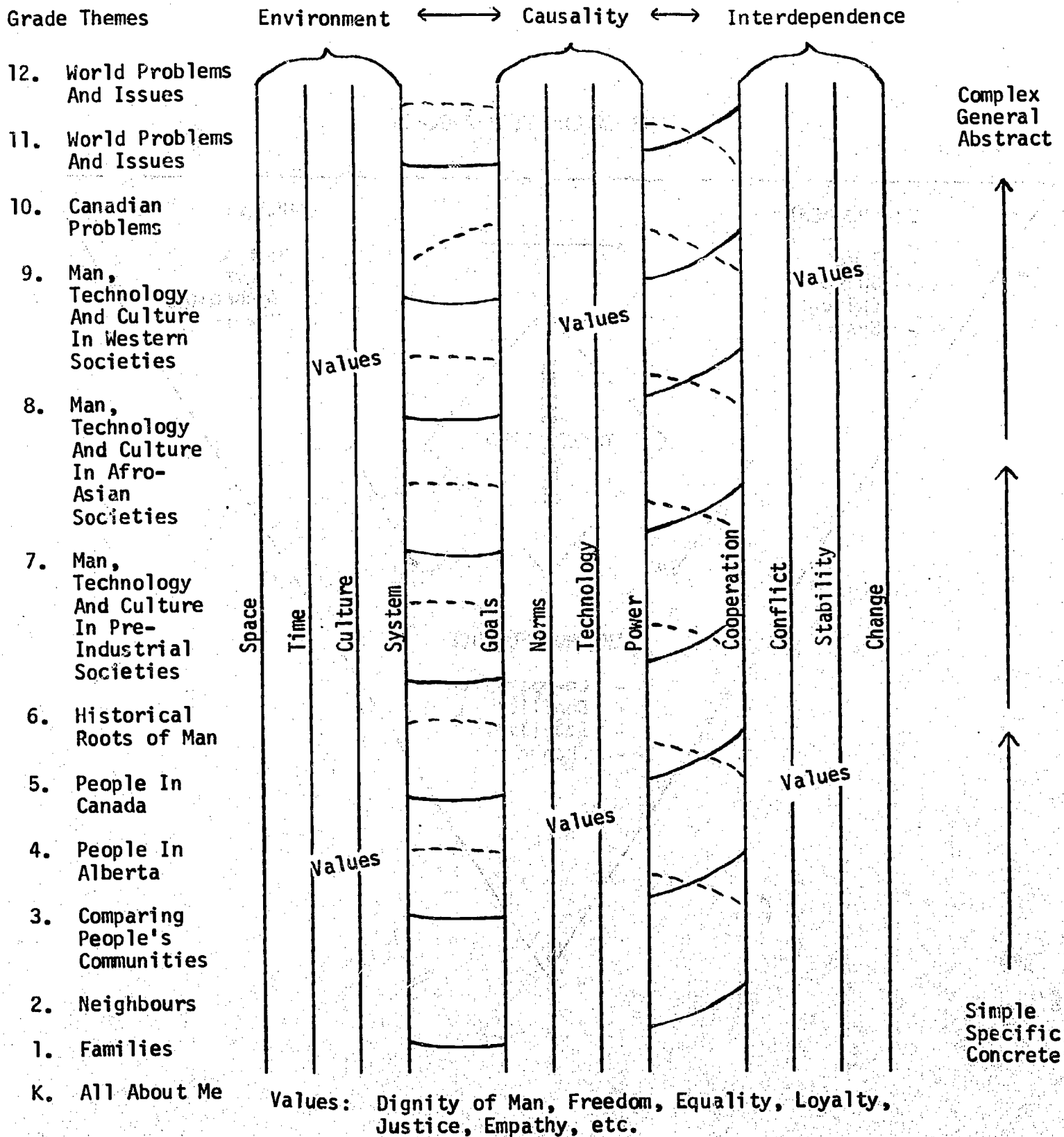
<sup>10</sup>Hilda Taba, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

# THE INTERACTION PROCESS



## THE SPIRAL OF CONCEPT DEVELOPMENT

## The Interaction Process





## Planning For The Attainment Of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

### A. Structured Scope And Sequence

Two-thirds  
time on  
structured  
scope and  
sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten - All About Me

Grade I - Families

- Analysis of family living through case studies of, for example, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II - Neighbours

- Analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III - Comparing People's Communities

- Comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast



#### Grade IV - People In Alberta

- Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, for example, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

#### Grade V - People In Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, for example, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

#### Grade VI - Historical Roots Of Man

- Anthropological analysis and social history of early civilizations in, for example, the Mediterranean area (e.g., Egypt, Greece, Rome), the Far East (e.g., India, China), the Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

#### Grade VII - Man, Technology And Culture In Pre-Industrial Societies

- Conceptual understanding of Man, Technology, and Culture through case studies of primitive, pre-industrial societies to be selected by teachers and students

#### Grade VIII - Man, Technology And Culture In Afro-Asian Societies

- Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

### Grade IX - Man, Technology, And Culture In Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of the U.S.S.R., Australia and New Zealand

### Grade X - Canadian Studies

- Historical, economic, sociological, political problems facing Canada

### Grade XI - World Problems And Issues

- Tradition versus Change
- Population and Production

### Grade XII - World Problems And Issues

- Political and Economic Systems
- Conflict and Co-operation

### B. Problems Of Current Interest

One-third  
time un-  
structured

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint  
planning

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility. The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

### Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

### C. Criteria For Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum - whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest - teachers and students should attend to the following criteria:

#### Futurity

- Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
- Does it involve a pertinent value issue?
- Can it contribute to the development of social and/or inquiry skills?
- Does it provide for growth in students' understanding of concepts?
- Does the experience fit as part of a sequence which will lead to a pride in Canada tempered with a world view and an understanding of significant social problems?

#### Relevance

- Is the experience relevant to the needs and interests of students?

#### Materials

- Are data and materials available and/or can students gain experience through gathering primary data?

#### Overlap

- Does the experience avoid the disadvantageous overlap and repetition of experiences in earlier or later grades?

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NOTE: Most of the above references are available from the School Book Branch, Department of Education.

## CHAPTER TWO

### ELABORATION OF PROGRAM COMPONENTS

#### THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act stipulates that courses of study will be prescribed by the Department of Education. However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.<sup>1</sup>

The Department of Education's broad prescription for the social studies is outlined in Chapter One of this handbook. Chapter One might be called Alberta's "master curriculum" for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level. In order to help teachers in their curriculum planning, Chapter Two elaborates the values, skills and knowledge components of the master curriculum.

#### VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questioning youth who is searching for answers to the deepest questions a changing democratic society can pose.<sup>2</sup>

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<sup>1</sup>Alberta Department of Education, *Curriculum Bulletin*, December, 1970.

<sup>2</sup>Lillian Logan and Gerald Rimmington, *Social Studies: A Creative Direction* (Toronto: McGraw-Hill Company of Canada Limited, 1970), pp. 29, 30.



As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catechism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.<sup>3</sup>

Assuming that we can teach values, we are still left with the question, "Should we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existentialist dictum that:

In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.<sup>4</sup>

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Secondary Schools of Alberta. The statement establishes the policy that each secondary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

Further guidance may come from current educational theory and practice. Discovery-learning is the order of the day. Schools are committed to the

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<sup>3</sup>Robert R. Smith, "Personal and Social Values", *Educational Leadership* (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, May, 1964).

<sup>4</sup>B. D. Walker, "Values and the Social Studies", *A Rationale for the Social Studies*, ed. S. N. Odynak (Edmonton, Alberta: Alberta Department of Education, 1967), p. 149.

methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".<sup>5</sup>

Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by man, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are clear, consistent and defensible.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.<sup>6</sup> The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values. Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

1. The Dignity of Man. Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinct, supreme, distinguished, respect, status, self-esteem, honored, etc.
2. Freedom. Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom from hunger, disease, oppression, etc. We also seek freedom to live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, unconfined, immune, unchained, unhindered, responsibility, etc.

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<sup>5</sup>Ray Price, "Goals for the Social Studies", *Social Studies Curriculum Development: Problems and Prospects*, 39th Yearbook of the National Council for the Social Studies, 1969), p. 51.

<sup>6</sup>Walker, *Op. Cit.*



3. **Equality.** Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, par, identical, similar, tied, peer, level, synonymous, etc.
4. **Justice.** Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonable, square, legitimate, rightful, justifiable, etc.
5. **Empathy.** Human behavior is influenced by the empathy people hold for each other. Empathy is "The ability to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagine, pretend, appreciate, etc.
6. **Loyalty.** Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, staunch, trustworthy, etc.

#### SKILLS AND PROCESSES AS CURRICULAR CONTENT

✓ Skills are developed abilities or aptitudes. There is a staggering array of social studies skills, so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process- choosing, prizing and acting.

1. **Choosing.** Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:
  - locating, gathering, organizing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations
  - identifying a problem and suggesting alternative courses of action
  - formulating and testing hypotheses as to the likely consequences of each alternative

2. **Prizing.** Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:
  - understanding their own value system
  - using logic, rhetoric and semantics to speak and write in support of the choices made
3. **Acting.** Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:
  - planning strategies and tactics suited to the intended action
  - utilizing available resources
  - carrying actions to a satisfying conclusion

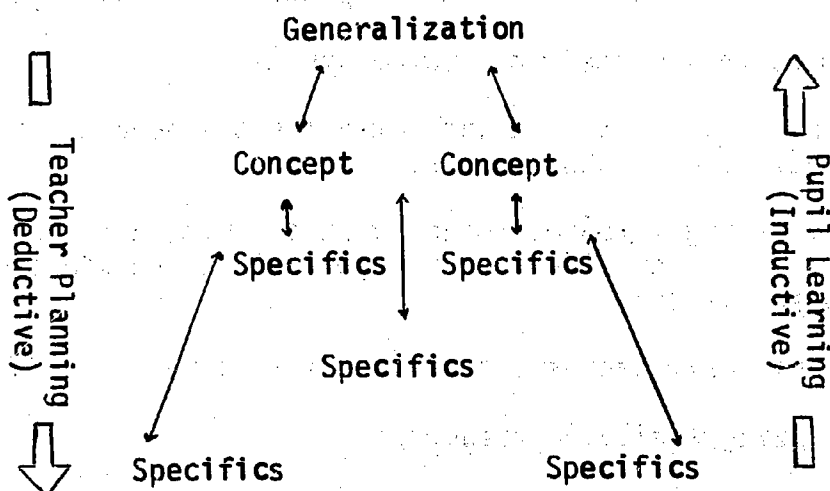
It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed previously. At the secondary grade level, it might be expected that skills would be substantially developed. Expectations for levels of skill development should be established by each teacher.

#### CONCEPTS AND GENERALIZATIONS AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction - an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data, and then generalizing about the concepts.

## The Place Of Concepts In Social Studies Teaching And Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multi-disciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is interdisciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by time, space, system and culture. Interaction produces CAUSAL RELATIONSHIPS which are influenced by goals, norms, technology and power. Interaction results in INTERDEPENDENCE which may take the form of co-operation, conflict, stability, or change.

All of the above concepts should receive some attention at each grade level in the secondary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 8.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.

### Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- Space. The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.
- Time. Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.
- Culture. Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures, and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment.
- System. Societies require systems of social control to survive. These controls are based upon uncoded or codified rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism or pressure to conform to the controls.

### Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

- Goals. Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.
- Norms. Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group ways and mores. The behavior of any individual reflects in many ways the norms of the group.
- Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.
- Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

## Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

- **Co-operation.** A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can co-operate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.
- **Conflict.** Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.
- **Stability.** Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.
- **Change.** Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.



## CHAPTER THREE

### VII MAN, CULTURE, AND TECHNOLOGY IN PRE-INDUSTRIAL SOCIETIES

The following course outline is based on the themes MAN, CULTURE, and TECHNOLOGY. Value issues relating to each theme are outlined below. It is intended that this study should provide the basic skills and conceptual understandings needed for the in-depth studies of Man, Culture, and Technology at the Grade VIII and IX levels.

Each value issue should be studied in the context of a primitive or pre-industrial society selected by the teacher and students. The society selected for study should serve to illustrate the concepts Man, Culture, and Technology in concrete, simple and specific forms.

#### A. Theme: What Is Man?

##### 1. Value Issue: What is human about human beings?

###### a. Suggested Concepts

- (1) basic needs
- (2) a value system
- (3) communication, verbal and non-verbal
- (4) technology
- (5) social organization
- (6) world view

###### b. Suggested Value Questions

- (1) Does the solving of only the problems of basic needs make a human being, or is there more?
- (2) How does man's value system relate to his basic needs?
- (3) Are all men equally human?
- (4) Should you be responsible for meeting the needs of other people?

##### 2. Value Issue: Should each man strive to be a unique individual?

###### a. Suggested Concepts

- (1) individuality
- (2) values (personal)
- (3) religion
- (4) philosophy
- (5) creativity
- (6) forms of expression



b. Suggested Value Questions

- (1) Should all individuals be considered equal?
- (2) Should we value differences?
- (3) To what extent should individuals deviate from the norm?
- (4) How can an individual maintain a personal value system in the complexities of a rapidly changing world?

3. Value Issue: Should man strengthen his group identities?

a. Suggested Concepts

- (1) racial groups
- (2) religious groups
- (3) political groups - tribes, nation
- (4) social and economic groups
- (5) ethnic groups
- (6) family groups

b. Suggested Value Questions

- (1) Is loyalty to individuals or ideas more important than loyalty to groups?
- (2) To what extent are basic groups like the family threatened or changed by belonging to many other groups?
- (3) Which groups should be most important to the individual and to the culture in terms of survival?

B. Theme: What Is Culture?

1. Value Issue: How can cultures best solve their basic problems?

a. Suggested Concepts

- (1) cultural needs
- (2) natural environment
- (3) social systems
- (4) cultural adaptation
- (5) technology
- (6) division of labor

b. Suggested Value Questions

- (1) Why do cultures differ in the manner in which they solve their problems?



- (2) To what extent is cultural survival dependent upon adaptation and technology?
  - (3) What are the environmental limitations on cultural development?
  - (4) Does a culture of leisure imply new values for man? If so, what might they be?
2. Value Issue: Why are cultures unique, yet similar?
- a. Suggested Concepts
    - (1) cultural universals
    - (2) nationalism
    - (3) ethnocentrism
    - (4) regionalism
  - b. Suggested Value Questions
    - (1) Should equality exist within cultures and between cultures?
    - (2) Should man sacrifice cultural uniqueness for nationalism or internationalism?
    - (3) Is our culture superior to any other culture?
3. Value Issue: To what extent should cultures incorporate change?
- a. Suggested Concepts
    - (1) change
    - (2) co-operation - accommodation - assimilation
    - (3) competition - conflict - extinction
    - (4) cultural diffusion
    - (5) cultural lag
  - b. Suggested Value Questions
    - (1) Should different groups be permitted to establish their own way of life or become part of a "melting pot"?
    - (2) Should cultural diffusion be controlled?
    - (3) To what extent are we and our value system threatened or changed by cultural changes?
    - (4) In what direction should cultural change be encouraged; e.g., material or spiritual?



C. Theme: What Is Technology?

1. Value Issue: To what extent has technological change benefited pre-industrial societies?

a. Suggested Concepts

- (1) technology
- (2) time
- (3) space
- (4) goals
- (5) power
- (6) productivity
- (7) division of labor
- (8) roles

b. Suggested Value Questions

- (1) Does advancing technology increase or decrease man's basic freedoms? His ultimate happiness?
- (2) To what extent should technological advances be controlled?

2. Value Issue: Should a pre-industrial society do what is technically possible whether or not it is socially desirable?

a. Suggested Concepts

- (1) social change
- (2) conservation
- (3) dependence
- (4) standard of living
- (5) cultural lag
- (6) assimilation - integration

b. Suggested Value Questions

- (1) What should be the order of priorities for technological development?
- (2) Who should decide what is socially desirable?
- (3) Should technically powerful cultures dominate those that are less advanced?
- (4) Should each generation preserve the earth's natural resources?

## REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school's social studies program.

## Print Materials

*Prices are approximations only and are subject to change. They are included here as rough guidelines.*

The first three items on the following list could well serve as core materials for Grade VII Social Studies. The remaining items on the list are NOT organized in order of priorities.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

Baldwin, G. C.

*Stone Age Peoples Today*  
George J. McLeod Ltd., 1964  
73 Bathurst Street  
Toronto 135, Ontario  
\$5.20

One of the best student books that looks at stone age people in existence today. Treats twelve of present-day primitive societies. Appropriate reading level for Grade VII.

Burland, C.

*Men Without Machines*  
Doubleday Publishers, 1969  
105 Bond Street  
Toronto 200, Ontario  
\$6.95

A good cultural survey of twenty-three primitive groups around the world and how their cultures developed without technology. An excellent reference. Readable pictures.

Hertzberg, H. W.

*The Great Tree and the Longhouse: The Culture of the Iroquois*  
Collier-Macmillan Canada Ltd., 1967  
539 Collier-Macmillan Drive  
Galt, Ontario  
\$2.45

This book introduces the study of culture and its patterns through an exploration of the Iroquois. The concepts used seem to be accessible to Grade VII and should provide a basis to build upon and illuminate students' experience. One of the better books for looking at a culture. Teacher's Manual is a must (\$1.35).

Howell, F. C.

*Early Man*  
W. J. Gage Ltd., 1965  
1500 Birchmount Road  
Scarborough 733, Ontario  
192 pp. - \$6.60

An anthropological account of early man based on the threads of man's physical remains and his tools. The author offers his educated suggestions on the problems and general conditions of life in the ancient past and the actual uses man made of his tools.

Mead, M.

*People & Places*  
Bantam Books of Canada Ltd., 1959  
888 Dupont Street  
Toronto 174, Ontario  
\$0.75

The author deals in general with the development of man as a human being. Then the following significant cultural groups are considered - the Eskimo, the Indians of the Plains, the Balinese, the Minoans of Crete and the Ashanti - in terms of their basic needs and development in each particular environment.

Bleeker, S.

The Bleeker Series

George J. McLeod Ltd.  
73 Bathurst Street  
Toronto 135, Ontario

Any books by Sonia Bleeker are excellent materials for the Grade VII course. They are written at an easy reading level, are interesting and cover many of the basic concepts for cultural study.

Approximate price - \$4.95 for each title

*The Apache Indian*, 1951  
*The Ashanti of Ghana*, 1966  
*The Cherokee Indian*, 1952  
*The Chippewa Indian*, 1955  
*The Crow Indian*, 1953  
*The Delaware Indian*, 1953  
*The Eskimo*, 1959  
*The Horsemen of the Western Plateau*, 1957  
*The Ibo of Biafra*,  
*The Indians of the Longhouse*, 1950  
*The Masai: Herders of East Africa*, 1963  
*The Mission Indians of California*, 1956  
*The Navajo*, 1958  
*The Pueblo Indian*, 1955  
*The Pygmies: Africans of the Congo Forest*, 1968  
*The Sea Hunters*, 1951  
*The Seminole Indians*, 1954  
*The Sioux Indians*, 1962  
*The Tuareg*, 1964  
*The Zulu*

Thomas, E. M.

*The Harmless People*  
Random House of Canada Ltd., 1959  
370 Alliance Avenue  
Toronto 334, Ontario  
Paperback - \$2.25

The author conveys the strangeness of the desert life in which we perceive human traits as familiar as those of our culture. Only for better readers.

Perkins, M. & C.M.

*I Saw You From Afar: A Visit to the Bushmen of the Kalahari Desert*

Atheneum Publishers

Canadian Agent is:

McClelland & Stewart Ltd., 1965

25 Hollinger Road

Toronto 374, Ontario

\$4.50

One of the better student references on the Bushmen. Written at a Grade VII reading level. Also interesting reading. Covers most aspects of Bushmen culture.

Jenness, E.

*The Indian Tribes of Canada*

Ryerson Press, 1966

299 Queen Street W.

Toronto 133, Ontario

Paperback - \$1.95

In this book the native people of Canada have been arranged into seven geographic groups. Though environments and languages differed in each case, the general customs and the broad manner of life was the same.

Marriott, A.

*Kiowa Years: A Study in Culture Impact* (A Novel) and *The Kiowas: Profile of a People* (Ethnography)

Collier-Macmillan Canada Ltd., 1968

539 Collier-Macmillan Drive

Galt, Ontario

\$2.85

An historical novel which tells of the daily activities of Plains Indians who lived fewer than one hundred years ago. Easy reading. Considers basic cultural patterns.

Leechman, D.

*Native Tribes of Canada* - (School edition)

W. J. Gage Ltd., 1956

1500 Birchmount Road

Scarborough 733, Ontario

\$3.90

A comprehensive text about the native people of Canada, by a Canadian anthropologist. Each native group is considered within certain specific geographic regions of Canada. An easily read, useful reference.

Clymer, E.

*The Second Greatest Invention*

Holt, Rinehart & Winston of Canada Ltd., 1969  
833 Oxford Street  
Toronto 530, Ontario  
\$3.95

Reference text written at the Grade VII reading level. Briefly follows Man's progression through the Old Stone Age. The main portion of the book is about archaeological sites in Egypt and the Near East; and about farming in the New Stone Age. Archaeology as a discipline is stressed throughout.

Underhill, R.

*First Came the Family*

George J. McLeod Ltd., 1958  
73 Bathurst Street  
Toronto 135, Ontario  
\$4.25

Reference book giving a sociological look at the family. Reading level - Grade VIII-IX. Sample chapter titles: "Where Did the Family Begin?", "Who is in the Family?", "Choosing a Mate", "Married Life", "Childhood", "Adolescence and Old Age". Content covered is both historical and geographic.

Teacher References

Salzmann, Z.

*Anthropology*

Longman Canada Ltd.  
55 Barber Greene Road  
Don Mills 403, Ontario

Text - \$6.05

Teacher's Manual - \$1.00

Grade XII text in Ontario. Excellent teacher reference if you do not have a background in anthropology. Contains four sections:

- An Introduction to Anthropology
- An Introduction to Physical Anthropology
- An Introduction to Cultural Anthropology
- An Introduction to Linguistics

Beals, A. R.

*Culture in Process*  
Holt, Rinehart & Winston of Canada Ltd., 1967  
833 Oxford Street  
Toronto 530, Ontario  
\$4.95

A good background for teachers and students.

Forde, C. D.

*Habitat, Economy and Society*  
Dutton  
Canadian Agent is:  
Clarke, Irwin & Co. Ltd.  
Clarwin House  
791 St. Clair Avenue W.  
Toronto 347, Ontario  
\$2.45

Teacher reference that serves as an introduction to the study of cultural anthropology. Case studies are grouped in four parts:

Food Gatherers  
Cultivating Cultures  
Pastoral Nomads  
Habitat and Economy

Carter, G. F.

*Man and the Land: A Cultural Geography*  
Holt, Rinehart & Winston of Canada Ltd., 1968  
833 Oxford Street  
Toronto 530, Ontario  
\$12.50  
Study Guide - \$3.95

Certain sections of this book provide background material for this theme.

Foster, G. M.

*Traditional Cultures, and the Impact of Technological Change*  
Harper & Row  
Canadian Agent is:  
Fitzhenry & Whiteside Ltd., 1962  
150 Lesmill Road  
Don Mills, Ontario  
\$7.95

A very readable treatment of the social, cultural, and psychological barriers to change. Deals with traditions, relative values, etc.

Wilson, F. J., et al.

*World Cultures - (Teacher's Guide)*  
Guinness Publishing Ltd., 1969  
73 Six Point Road  
Toronto 18, Ontario

An excellent teacher's guide for the new social studies. Provides good ideas for the teacher. Highly recommended.

*How to Think with Pictures*

Fideler

Canadian Agent is:

Guinness Publishing Ltd.

73 Six Point Road

Toronto 18, Ontario

Gives helpful ideas for utilizing pictures.

### Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.



## ETUDES SOCIALES - SEPTIEME ANNEE

## Références suggérées

On peut se procurer les références suggérées au School Book Branch par commande spéciale.

Prix  
approximatif

Fides, 245 avenue Dorchester, Montréal

<i>Les Premiers âges de l'homme</i> , Ashley Montagu, Marabout Université, 1964	\$2.25
<i>Histoire universelle, Le Monde antique</i> , Dordas Encyclopédie, No 4	7.80
<i>Les civilisations de l'antiquité</i> , Hélène Puiseux, Hatier, 1966	9.45
<i>L'Histoire, de l'Age de la Pierre à Christophe Colomb</i> , Encyclopédie moderne en couleur, Ed. Tout Connaitre	3.00
<i>Les Grandes Inventions, de la Préhistoire à nos jours</i> , Encyclopédie moderne en couleur, Ed. Tout Connaitre	3.00
<i>Les Premiers Américains</i> , G.H.S. Bushnell, Ed. Sequoia, Bruxelles, 1968	6.25
<i>Les origines de l'Egypte ancienne</i> , C. Aldred, Ed. Sequoia, Bruxelles, 1967	6.25
<i>Villes primitives de l'Asie Mineure</i> , J. Mellaart, Ed. Sequoia, 1969	6.25
<i>Les Nomades de la Steppe</i> , E. D. Phillips, Ed. Sequoia, 1966	6.25
<i>L'Inde avant l'histoire</i> , Sir Mortimer Wheeler, Ed. Sequoia, 1967	6.25
<i>La Chine ancienne</i> , W. Watson, Ed. Sequoia, 1968	6.25
<i>Les chasseurs de l'âge de pierre</i> , G. Clark, Ed. Sequoia, 1967	6.25
<i>L'Aurore de la Mésopotamie et de l'Iran</i> , H. E. L. Mallowan, Ed. Sequoia, 1966	6.25

Centre de Pédagogie, 10 rue Cook, Québec

<i>Les Indiens</i> , Claude Appell, Ed. Gauthier-Languereau	6.25
<i>Micias, l'enfant des Andes</i> , Gérard Beauvais, Ed. Nathan	3.25
<i>Agossou, le petit Africain</i> , Dominique Darbois, Ed. Nathan	3.25
<i>Gopal, enfant de l'Inde</i> , Dominique Darbois, Ed. Nathan	3.25
<i>Parana, le petit Indien (Brésil)</i> , Dominique Darbois, Ed. Nathan	3.25
<i>Les Peaux Rouges</i> , Dennis Knight, Ed. Livres, Jeux, Production	.80
<i>L'Egypte, l'Orient et al Grèce</i> , L. Harmand et Genet, Hatier	3.60
<i>Rome et le Moyen Age jusqu'en 1328</i> , Dauron et Devisse, Hatier	3.60

Hachette, 554 est, rue Ste-Catherine, Montréal

<i>L'Orient et al Grèce</i> , A. Aubert, Collection Histoire, No 6, Hachette	\$3.45
<i>Le Vie quotidienne des Indiens du Canada</i> , R. Douvelle et J. D. Casanova, Hachette	4.35
<i>L'Egypte</i> , M. Lambrino, Encyclopédie par l'image, Hachette	1.25

Service des Ecoles, 1691 est, rue Fleury, Montréal

<i>Les Vikings</i> , Frank R. Donovan, Collection Caravelle, Ed. R.S.T., 1965	5.95
<i>Les Pharaons</i> , Jacquetta Hawkes, Collection Caravelle, Ed. R.S.T., 1967	5.00
<i>Civilisations perdues</i> , I. Robbin, Encyclopédie des Junior, Ed. R.S.T., 1963	1.80
<i>Vie et Moeurs dans l'Antiquité</i> , B. Winer, Ed. R.S.T., 1961	9.00
<i>Cortès, la Conquête des Aztèques</i> , Collection Caravelle, Ed. R.S.T., 1966	-
<i>Civilisations enfouies</i> , Ronald Jessup, Editions des Deux Coqs d'Or	5.20
<i>Merveilles du Passé</i> , Roberto Bossi, Editions des Deux Coqs d'Or	6.00
<i>Les Indiens d'Amérique</i> , Oliver La Farge, Editions des Deux Coqs d'Or	6.20
<i>Comment vivre en Indiens</i> , W. Ben Hunt, Editions des Deux Coqs de'Or	5.25
<i>La Merveilleuse Aventure de l'Homme</i> , Lincoln Barnett et l'Equipe de Life, Ed. des Deux Coqs d'Or	6.00
<i>Les Royaumes africains</i> , B. Davidson, Collection Time/Life	8.00
<i>L'Aube de l'Islam</i> , Desmond Stewart, Collection Time/Life	8.00
<i>L'Egypte ancienne</i> , Lionel Casson, Collection Time/Life	8.00
<i>La Rome impériale</i> , Moses Hadas, Collection Time/Life	8.00
<i>Les Sioux, Chasseurs de Bisons</i> , Don Russell, Editions Nathan	2.00
<i>Les Incas</i> , Alfred Métraux, Collection Le Temps qui court, Ed. Seuil	2.10
<i>Le Pays des Pharaons</i> , Leonard Cottrell, Ed. Hatier	5.30
<i>Feux Indiens</i> , Pierre Espagne, Ed. Gelgalge	3.20
<i>La fantastique épopée du Far West</i> , Georges Fronval, Ed. Dargaud	8.00
<i>Histoire des Indiens de l'Amérique du Nord</i> , Ed. Laffont	6.45

Les Editions du Jour, 1651, rue St-Denis, Montreal 129

<i>Légendes indiennes du Canada</i> , Claude Melançon, Editions du Jour	4.00
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Librairie Beauchemin, 450 Avenue Beaumont, Montreal 303

<i>Comment on découvrit les Indiens d'Amérique</i> , Marius Barbeau, Ed. Beauchemin	\$2.50
<i>Peaux-Rouges d'Amérique, leurs moeurs, leurs coutumes</i> , Marius Barbeau, Ed. Beauchemin	2.50

Librairie Garneau, 47 rue Buade, Québec

<i>Chez les Indiens</i> , Henri Dimprie, Ed. Bres, Paris	2.40
--	------

Le Coin du Livre, 263, rue Dalhousie, Ottawa

<i>Histoire et légendes de l'Égypte mystérieuse</i> , Tchou, Editeur	8.30
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## Références pour le professeur

Librairie Lemeac, 371 Ouest, Avenue Laurier, Montréal 152

<i>L'homme primitif américain</i> , F. C. Hibben, Ed. Payot	2.85
<i>Moeurs et coutumes des Eskimeaux</i> , Kal. Berket-Smith, Ed. Payot	3.15
<i>La chasse préhistorique</i> , Kurt Lindner, Ed. Payot	2.55
<i>Les Mayas (La Découverte d'une civilisation perdue)</i> Ch. Gallenkamp, Ed. Payot	3.75
<i>Grandeur et décadence de la civilisation Maya</i> , J.E.S. Thompson, Ed. Payot	5.20
<i>L'homme, rien que l'homme</i> , Henri Pieron, P.U.F.	2.25
<i>Initiation à l'anthropologie</i> , Claude Kluckhohn, Ed. Dessort	5.40

## CHAPTER FOUR

### VIII MAN, TECHNOLOGY, AND CULTURE IN AFRO-ASIAN SOCIETIES

The following course outline is based on the themes MAN, TECHNOLOGY, and CULTURE. Value issues relating to each theme are outlined below. Each value issue should be studied in the context of an Afro-Asian society to be selected by the teacher and students. For purposes of this course, "Afro-Asian" societies include Asia (excluding the U.S.S.R.), Africa, the Middle East and the Pacific Islands.

#### A. Theme: Afro-Asian Man

##### 1. Value Issue: Should individual worth be maximized in an Afro-Asian society?

###### a. Some Sample Value Questions

- (1) Considering the existing conditions, which should be given the greatest emphasis: the rights of the individual, or the rights of the group?
- (2) Would maximizing the worth of the individual be beneficial or harmful to society?
- (3) Should the idea be accepted that any man is like everyman?
- (4) What should be the major criteria in assessing individual worth?

###### b. Some Sample Conceptual Questions

- (1) What are the *basic needs* of Afro-Asian man?
- (2) How have *individual needs* been met in the past?
- (3) What is the *status* of the individual in the present society?
  - Politically
  - Economically
  - Socially
- (4) What are the limitations to *social mobility* within this society?
- (5) What *forces of change* have changed, are changing, or may change the ways in which individual needs are met?
- (6) How might existing conditions be *modified* in this society?

B. Theme: Afro-Asian Technology

1. Value Issue: Should Afro-Asian societies change the methods by which resources are utilized?

a. Some Sample Value Questions

- (1) Would such changes have harmful effects on other aspects of the society?
- (2) What should be the role of government and of the individual in utilization of resources?
- (3) Should the production of national wealth be given greater emphasis than the production of individual wealth?
- (4) Should access to resources and wealth be changed?
- (5) What should be the criteria for determining the value of technological change?

b. Some Sample Conceptual Questions

- (1) What are the existing *human and natural resources*?
- (2) What is the present level of *utilization* of these resources?
- (3) What is the present level of development of *transportation and communication* facilities?
- (4) What are the present methods used to control and distribute *wealth*?
- (5) What conditions prompt changes in the *technology* of the society?
  - Invention
  - Diffusion or borrowing
- (6) What types of *technological changes* are possible in view of existing conditions?
- (7) What are the possible *results* of technological changes to the:
  - environment?
  - society?
  - individual?

### C. Theme: Afro-Asian Culture

#### 1. Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?

##### a. Some Sample Value Questions

- (1) Have *socio-cultural changes* which have occurred in this society in the past been harmful or beneficial?
- (2) Should changes which are occurring continue in the same direction and at the same rate?
- (3) Would new social and cultural changes have beneficial or harmful effects (on the groups and individuals within society)?
- (4) Should a wide latitude of social and cultural variety be permitted to thrive within this society?
- (5) What should be the criteria for determining the value of social and cultural change?

##### b. Some Sample Conceptual Questions

- (1) What *social and cultural changes* have occurred in this society with respect to:
  - the interaction process?
  - social groups?
  - social norms?
  - social institutions?
- (2) What *conditions* exist in this society at the present time?
  - Social problems which have been solved
  - Social problems which have been created or left unsolved
- (3) How might existing *social problems* be solved?
  - Problems of cultural diversity (i.e., tribalism, religion, language, etc.)
  - Problems relating to or dealing with change (cultural lag, tradition, aesthetics, etc.)

0. Theme: Afro-Asian Society And International Relations

1. Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?

a. Some Sample Value Questions

- (1) Could the international relations that Afro-Asian nations have had in the past be considered satisfying:
  - to them?
  - to other nations involved?
- (2) Should Afro-Asian nations maintain existing international relations?
- (3) Would Afro-Asian interests be best served by alignment with major power blocs?
- (4) Should the people of Afro-Asian society be satisfied with the consequences of their relations with Western societies?
- (5) What should the criteria be for determining success or failure in the development of international relations?

b. Some Sample Conceptual Questions

- (1) What organizations previously maintained *international relations* with Afro-Asian society?
- (2) What are the international interests of Afro-Asian society and what *international organizations* exist to serve these interests?
- (3) What are the alternatives to the bi-polar structure of power as presently envisioned?
- (4) What are the consequences of *bi-lateral and multi-lateral alignments* with Western society?



## REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school's social studies program.

## Print Materials

*Prices are approximations only and are subject to change. They are included here as rough guidelines.*

The first two items on the following list could well serve as the core materials for Grade VIII Social Studies. The remaining items on the list are NOT organized in order of priorities.

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

Clark, L. E.

Through African Eyes: Cultures in Change Series  
Burns and MacEachern Ltd., 1969  
62 Railside Road  
Don Mills 400, Ontario

This series has many possibilities in a values approach. Contains readings and accounts of Africa by Africans.

\$1.98 for each title

*Unit I - Coming of Age in Africa: Continuity and Change*

*Unit II - From Tribe to Town: Problems of Adjustment*

*Unit III - The African Past and the Coming of the European*

*Unit IV - The Colonial Experience: An Inside View*

*Unit V - The Rise of Nationalism: Freedom Regained*

*Unit VI - Nation-Building: Tanzania and the World*



Gross & Michaelles  
(Ed.)

Asian Studies Inquiry Program Series

J. M. Dent & Sons (Canada) Ltd.

100 Scarsdale Road

Don Mills 404, Ontario

An excellent series - aimed at certain important concepts of Asian life. Deals mostly with India, China and Japan. Patterns are largely drawn from these three countries. This series exists in three clusters of readings dealing with Asian thought, change in Asia, and traditional patterns of Asian life.

Publisher's Price: \$78.00 per class set (ten copies each of five titles plus Teacher's Manual) OR \$15.60 for ten copies of any one title. Also available in single copies for \$1.75.

*Confucius and Taoism*

*Buddhism*

*Chinese Painting*

*Gandhi*

*Chinese Popular Fiction*

*East Meets West*

*Mao Tse-Tung and the Chinese Revolution*

*Life in Communist China*

*Modernization in Japan*

*China and the United States*

*Man and His Environment in Asia*

*Food and Survival in Asia*

*Men and Women in Asia*

*Class and Caste in Village India*

*Cultural Patterns in Asian Life*

Area Studies in Economic Progress Series

W. J. Gage Limited, 1963

1500 Birchmount Road

Scarborough 733, Ontario

These economic "area studies" are useful in an analysis of the development of Afro-Asian countries and stress each country's immediate problem. Books contain original source documents.

\$1.60 for each title

*China - Development by Force*

*India - Struggle Against Time*

*Japan - Lessons in Enterprise*

*The Middle East - Old Problems and New Hopes*

*Sub-Saharan Africa - Struggle Against the Past*

Chang, P.  
Berkowitz, M.  
Hunsberger, W.  
Babian, H.  
Salkever & Flynn

- Stavrianos, L. S.** Culture Areas in Perspective Series  
**Macmillan Company of Canada Ltd., 1969**  
 70 Bond Street  
 Toronto 205, Ontario  
 A useful series. A bit on the difficult side but should be grasped by majority of Grade VIII students. Is problems-oriented rather than values-oriented.  
 \$1.45 for each title  
*China*  
*India*  
*Middle-East*  
*Sub-Saharan Africa*
- Fersh, S.**  
**(General Ed.)** The Global Culture Series  
**Van Nostrand Reinhold Ltd.**  
 1410 Birchmount Road  
 Scarborough 733, Ontario  
 A well-illustrated series, geared to the reading level of the junior high student. Each geographic area is approached through a depth study of peoples, customs, beliefs and culture.  
 Approximate price - \$2.55 for each title
- Amoss, H.** *The Story of Afghanistan*  
*The Story of China*  
*The Story of East Africa*
- Fersh, S.** *The Story of India (Revised)*  
**Baker, E. & G.** *The Story of Indonesia*  
*The Story of Japan*  
*The Story of Korea*
- Thomas, E.** *The Story of Laos*  
*The Story of Liberia*
- Beck, R.** *The Story of Pakistan*  
*The Story of Phillipines*  
*The Story of Samoa*
- Forman, B.** *The Story of Thailand*  
*The Story of West Africa*
- Fenton, E. (Ed.)** Holt Social Studies Curriculum Series  
**Holt, Rinehart & Winston of Canada Ltd., 1968**  
 833 Oxford Street  
 Toronto 530, Ontario  
 An inquiry-oriented series; useful at various grade levels. Consists of useful readings with questions to stimulate discussion and inquiry.  
 \$1.90 for each title  
*Tradition and Change in China*  
*Tradition and Change in India*  
*Tradition and Change in the Republic of South Africa*

- Fersh, S. (General Ed.) Culture Regions of the World Series  
 Collier-Macmillan Canada Ltd., 1965 - 1970  
 539 Collier-Macmillan Drive  
 Galt, Ontario  
 An excellent paperback source - readable by  
 Grade VIII's. Contains up-to-date information.  
 \$2.50 for each title  
*Africa South of the Sahara*  
*China, Korea and Japan*  
*India and South Asia*  
*Southeast Asia*

Foster  
 Burks  
 Fersh  
 Thomas

- How People Live Series  
 Saunders of Toronto, 1968  
 1885 Leslie Street  
 Don Mills, Ontario  
 This series does a good job of revealing life  
 in each area.  
 \$2.65 for each title  
*East Pakistan*  
*Japan*  
*Malaya and Singapore*  
*The Sudan*

Johnson, B.  
 Dempster, P.  
 Ward, M.  
 Hodgkin, R.

- Beyer, Barry K.  
 &  
 E. Perry Hicks  
Africa Inquiry Maps - Teaching Guide and Exercises  
 Fitzhenry & Whiteside Ltd.  
 150 Lesmill Road  
 Don Mills, Ontario  
 Excellent source of transparencies and suggested  
 activities for teaching about Africa through an  
 inquiry approach. Materials available singly  
 or in classroom sets. Produced as part of  
 "Project Africa", a Carnegie-Mellon University  
 social studies curriculum project.

- Beyer, Barry K.  
*Africa South of the Sahara: A Resource and Curriculum  
 Guide*  
 Fitzhenry & Whiteside Ltd., 1969  
 150 Lesmill Road  
 Don Mills, Ontario  
 138 pp. - \$3.95

- This volume includes:
- a study of current literature on teaching about Africa
  - an analysis on recent studies of how students view Africa
  - a set of guidelines and objectives for teaching about Africa
  - a comprehensive listing of over 600 visual and audio materials
  - a directory of agencies, embassies and trade representatives for Africa.

Culture Area Studies Paperbacks Series

Gage Educational Publishing Ltd., 1970

1500 Birchmount Road

Scarborough, Ontario

An excellent paperback series. Readable, and up-to-date.

\$2.05 for each title

*Africa South of the Sahara**East Asia: China and Japan**India and Southeast Asia**The Islamic World*Gould & Gross  
(General Editors)Joy  
Jaeckel & Peretz  
Kublin  
Lengyel  
BillScholastic World Affairs Multi-Texts

Scholastic Book Service

123 Newkirk Road

Richmond Hill, Ontario

Useful references involving an inquiry approach.

Approximate price - \$1.25 for each title

*Emerging Africa*, 1962*Middle East*, 1964*The Rim of Asia*, 1964*The Subcontinent of India*, 1965*The Two Chinas*, 1962Today's World in Focus Series

Ginn &amp; Co.

35 Mobile Drive

Toronto 375, Ontario

Relatively good surveys of Afro-Asian countries but perhaps too shallow for depth studies. Useful for developing an understanding of basic concepts.

\$1.90 for each title

*Africa*, 1971*China*, 1968*India*, 1968*Thailand*, 1971Hapgood, D.  
Swisher, E.  
Frykenberg, R.  
Eyre, J.World Areas Today Series

Longman Canada Ltd.

55 Barber Greene Road

Don Mills 403, Ontario

Worthwhile materials which treat their subjects in depth. The approach is somewhat expository but is attractive to most Grade VIII students.

\$2.20 for each title

*China and India**Japan and Southeast Asia**The Middle East and North Africa**Sub-Saharan Africa*Babian, H.  
Higgins, B.  
Karapat, K.  
Burke, F.

Joyce. J. A.

*Decade of Development: The Challenge of the Underdeveloped Nations*  
Longman Canada Ltd., 1966  
55 Barber Greene Road  
Don Mills 403, Ontario  
\$3.00

This book deals with the "Decade of Development" sponsored by U.N. Agencies for developing nations. It contains a useful statement, in descriptive terms, about what it would be like to live on \$100.00 per year.

Lands and Peoples of the World Series

Ginn & Co., 1969  
35 Mobile Drive  
Toronto 375, Ontario

A new series adapted for Canadian students.

Eisden, E. & Uttley  
Glendinning, R.

*Africa*  
*Asia*

World Cultures Series

Fideler Co., 1966  
73 Six Point Road  
Toronto 18, Ontario

An excellent series, with manual for teachers. Inquiry-oriented, with possibilities for skill development and values clarification. The first ninety pages give a survey of Asia and are repeated in each book.

Approximate price - \$5.85 each book

Weins & Hertel  
Withington & Hertel

*Asia with a Focus on China*  
*Asia with a Focus on Southeast Asia*

North Central  
Association,  
Foreign Relations  
Project Committee  
(Eds.)

Foreign Relations Series  
Doubleday Publishers, 1965  
105 Bond Street  
Toronto 200, Ontario

Overview deals with basic topics; good reading level for Grade VIII. Each book arranged topically. More history and current information than geography.

\$1.60 for each title  
*Africa and the World Today*  
*The Chinese Dilemma*  
*India & The World Today*  
*Japan: Ally in the Far East*

Gross &  
Michaelis

World Studies Inquiry Series  
J. M. Dent & Sons (Canada) Ltd.  
100 Scarsdale Road  
Don Mills, 404, Ontario

Good set. Deals with certain problems of Asia and Africa - leads to discussion of problems. Rather good mix of pictures and written material.

*Africa*  
*Asia*

Kuban, L. (Ed.)

People of the World Series  
Gage Educational Publishing Ltd.  
1500 Birchmount Road  
Scarborough, Ontario  
\$2.25

Very readable. Values-oriented. An excellent approach.

*Japan*, 1971

Kolevzon, E. R.  
(Ed.)

Afro-Asian Regional Studies Series  
Macmillan Company of Canada Ltd.  
70 Bond Street  
Toronto 205, Ontario

Developed at the Junior High School level and based on a larger book.

\$2.50 for each title

*Africa South of the Sahara*

*East Asia: China, Japan, Korea*

*Southeast Asia*

#### Teacher References

Welty, P. T.

*The Asians: Their Heritage and Their Destiny*  
Lippincott

Canadian Agent is:  
McClelland & Stewart Ltd., 1970  
25 Hollinger Road  
Toronto 374, Ontario  
Paperback - \$2.75

This book should be useful as a student and teacher reference. It deals with topics such as the status of women, village life and religion.

Bodde, D.

*China's Cultural Tradition: What & Whither*  
Holt, Rinehart and Winston of Canada Ltd.  
833 Oxford Street  
Toronto 530, Ontario  
Paperback - \$1.65

In spite of its relatively high reading level,  
this book has proven to be extremely valuable.  
It presents a wealth of information not easily  
located in other books.

Hodgson, R. D. &  
E. A. Stoneman  
Petrov, V. P.

*Changing Map of Africa* - (2nd edition)  
\$1.75

*China: Emerging World Power*  
\$1.75

Harrison Church, R.J.

*Environment and Policies in West Africa*  
\$1.75

Neale, W.C.

*India: The Search for Unity, Democracy and Progress*  
\$1.45

Higgins, B.H. & J.

*Indonesia: The Crisis of the Millstones*  
\$1.45

Hall, R.B.

*Japan: Industrial Power of Asia*  
\$1.75

Campbell, R.D.

*Pakistan: Emerging Democracy*  
\$1.75

Cutshall, A.

*Philippines: Nation of Islands*  
\$1.45

All the above are survey-type material available  
from Van Nostrand Reinhold Ltd., 1410 Birchmount  
Road, Scarborough 733, Ontario

Dean, V.M.

*The Nature of the Non-Western World*  
Mentor Books  
The New American Library of Canada, Ltd.  
295 King Street East  
Toronto 229, Ontario  
\$0.95

An excellent background book - suitable for  
top students also, as it is not too "deep".  
Contains a list (extensive) of selected readings.

Dean, V.M. &  
H. D. Harootunian

*West and Non-West: New Perspectives*  
Holt, Rinehart and Winston of Canada Ltd.  
833 Oxford Street  
Toronto 530, Ontario  
\$3.96

Provides excellent background for teachers (rather difficult though, as in places it makes for "dry" reading). Generally, an excellent source of information. This book is intended as a "core" book for the Contemporary Civilization Series, published by the same firm.

#### Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.



## CHAPTER FIVE

### IX MAN, TECHNOLOGY, AND CULTURE IN WESTERN SOCIETIES

The Grade IX Social Studies course is outlined in three sections:

Theme I: Value Issues Relating To Man

Theme II: Value Issues Relating To Technology

Theme III: Value Issues Relating To Culture

It is expected that each class will examine at least one issue from each of Themes I, II and III.

Each value issue is divided into several questions relating to "Understanding the Value Issue". These questions are in turn followed by a list of "Suggested Concepts for Developing Value Issues" which are suggestive only.

The value issues selected for study should be investigated in the context of one or more societies in the Western World. The Western World is defined as including the Western Hemisphere (excluding Canada which is dealt with in Grade X), Europe (including the U.S.S.R.), Australia and New Zealand. The selection of a particular society from within these areas should be made according to the potential of the society to illustrate the value issue under study. In spite of the extensive availability of resource materials on the U.S.A., in-depth study of problems in the U.S.A. should be limited to one value issue.

It is expected that a problem-solving, inquiry approach would be used to most effectively assure that the valuing process is achieved.

#### A. Theme I: Man In The Western World

Major Problem: How should the society under study resolve conflicts between individual freedom and group control?

1. Value Issue: Should the state assume responsibility for the welfare of the individual?

#### Understanding the Value Issue

#### Suggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

## Understanding the Value Issue

- (1) What is poverty?
- (2) To what extent does poverty exist with respect to
  - physical needs
  - cultural needs
  - socio-psychological needs?
- (3) Why does poverty exist?
- (4) To what extent is the existence of physical poverty a result of
  - unequal distribution of natural resources
  - type of economic system
- (5) Is poverty with respect to the satisfaction of cultural and socio-psychological needs a result of physical poverty?
- (6) What role should the following play in overcoming poverty?
  - governments
  - non-governmental organizations
  - individuals

## Suggested Concepts for Developing Value Issues

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem there might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)

- Definition of physical, cultural, socio-psychological needs
- poverty - definition indices of poverty
  - welfare
  - welfare state
  - socialism vs. free enterprise
  - social legislations - pensions, unemployment insurance, medical benefits, guaranteed annual income, etc.
  - urban renewal
  - slums
  - security - cradle to grave care
  - effect on individual identity
  - modified command economy
  - charity
  - thrift
  - regional disparity
  - individual initiative

2. Value Issue: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- |   |   |
|---|---|
| (1) What are man's basic rights and freedoms?   | - individual rights                                   |
|   | - human rights  |
|   | - freedoms  |
| (2) What are man's corresponding responsibilities to society?   | - responsibilities - to individuals, groups and state |
|   | - discrimination                                      |
| (3) To what extent are man's basic rights and freedoms present in various societies?  | - self-determination                                  |
|   | - justice   |
|   | - equality  |
|   | - rule of law   |
| (4) What are the corresponding responsibilities to these societies?   | - civil liberties                                     |
|   | - due process of law                                  |
|   | - legislation   |
|   | - role of dissent                                     |
| (5) What institutions will best ensure that a satisfactory balance between rights and freedoms of man and his responsibilities can be achieved? | - majority rule                                       |
|   | - minority rights                                     |
|   | - interdependence                                     |
|   | - change and stability                                |
|   | - co-operation  |
|   | - censorship  |

3. Value Issue: By what means and to what extent can the individual and the group influence decision-making?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- |  |                              |
|--|------------------------------|
| (1) How is decision-making in society influenced by                                | - governments - legislatures |
| - individuals  | - political parties          |
| - groups   | - pressure groups            |
|  | - lobbies                    |
| (2) What are the motives of individuals and groups in influencing decision-making? | - communication media        |
|  | - propaganda techniques      |
|  | - petition                   |
|  | - plebiscite                 |
|  | - violence - threats         |

Understanding the Value IssueSuggested Concepts for Developing Value Issues

(3) How effective are individuals and groups in achieving their objectives?

- laissez-faire
- elections
- interaction
- opinion polls
- strikes - threats to strike
- self-interest
- philanthropy
- withdrawal of services - bureaucracy
- responsible government - maintaining the status quo

B. Theme II: Technology in The Western World

Major Problem: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

1. Value Issue: To what extent should man use human and natural resources to improve his standard of living?

Understanding the Value IssueSuggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all inclusive. There may be additional concepts to be examined in studying the issue.)

Understanding the Value Issue

- (1) What resources are available to man in order to improve his standard of living?
- (2) What is the effect on the standard of living when resources are not developed?
- (3) How does consumption of resources affect man's environment?
- (4) How does management of personal resources affect man?
- (5) How efficiently does the nation use available resources in improving the standard of living for all its people?
- (6) To what extent should man continue to use available resources?

Suggested Concepts for Developing Value Issues

- standard of living
- resources - human and natural
- ecology
- conservation
- high mass consumption
- exploitation
- production for consumption
- waste
- pollution
- consumer practices
- interdependence
- geography - settlements
- environment
- technology
- gross national product
- exports - imports
- trade
- depletion
- exploration
- regional disparity
- capital
- transportation - communication
- education
- cult of progress
- growth of industry
- free enterprise
- socialism
- landed aristocracy

2. Value Issue: How should man meet the challenge of change created by technology?

Understanding the Value Issue

- (1) What technological changes has man introduced?
- (2) What is the effect of technological advancement on society?
- (3) What factors have caused technological change?

Suggested Concepts for Developing Value Issues

- Technological Change
- automation
  - mass production
  - cybernetics
  - specialization and division of labour
  - scientific methods



Understanding the Value Issue

- (4) Why has technology become a challenge for man?
- (5) How successful is man in adjusting to technological change?
- (6) What plans should man make for coping with future technological change?

Suggested Concepts for Developing Value Issues

## Effects

- increased leisure time
- education and re-training
- need for adaptability
- urbanization
- affluence
- mobility - social and physical
- high mass consumption
- planned obsolescence
- interdependence
- dislocation

3. Value Issue: To what extent should the wealth and technology of one nation be shared with other nations?

Understanding the Value Issue

- (1) How extensive are differences in the wealth of the people and nations of the Western World?
- (2) Why do such discrepancies exist within and among the people and nations of the Western World?
- (3) To what extent should a nation be concerned with the welfare of other nations?

Suggested Concepts for Developing Value Issues

- wealth
- regional disparity
- standard of living
- poverty
- foreign aid - motives
- priorities
- scarcity
- trade
- capital
- control of economy by minority groups
- social legislation
- resources
- distribution of wealth
- nationalization
- capitalism
- business organizations
- surpluses
- incentives
- exploitation
- international economic communities
- economic imperialism
- national self-interest

### C. Theme III: Culture In The Western World

**Major Problem:** How should individuals and social groups of differing political, economic, social and cultural convictions adjust so as to minimize conflicts within the Western World?

1. **Value Issue:** Should men work toward a common culture or should differences be encouraged?

#### Understanding the Value Issue

#### Suggested Concepts for Developing Value Issues

An operational definition of many of the following concepts can serve the purpose of providing a context for examining the issues in this unit.

An examination of these concepts can provide a knowledge base to establish what the situation is, why it exists, and what possible solutions to the problem might be. (The following list is not all-inclusive. There may be additional concepts to be examined in studying the issue.)

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>(1) Does the existence of minority groups within a culture pose problems for the majority?</li> <li>(2) To what extent is the assimilation or accommodation of a minority culture a result of society's attitude as compared to the minority group's position?</li> <li>(3) Should minority groups be               <ul style="list-style-type: none"> <li>- assimilated, resulting in a "melting pot" type of culture?</li> <li>- accommodated, resulting in a "mosaic" type of culture?</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>- minority groups - cultural, racial, religious, political, economic</li> <li>- culture</li> <li>- assimilation</li> <li>- accommodation</li> <li>- cultural preservation - change</li> <li>- integration - segregation</li> <li>- cultural diffusion</li> <li>- unity - disunity</li> <li>- co-operation - conflict</li> <li>- social classes - class structure</li> <li>- interaction</li> <li>- economic independence vs. economic dependence</li> <li>- spatial distribution</li> <li>- prejudice</li> <li>- race</li> <li>- social control and legal control</li> <li>- equality</li> </ul> |
|---|---|

2. Value Issue: Should one's efforts be directed toward material want or toward the development and preservation of aesthetic, moral and spiritual values?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- |  |  |
|--|--|
| (1) Does man's quest for material gain overshadow his aesthetic, spiritual, and moral development? | <ul style="list-style-type: none"> <li>- aesthetics, spirituality, morality</li> <li>- change - lack of permanency</li> <li>- secularization</li> <li>- medical advances - drugs, surgical</li> <li>- materialism</li> </ul>   |
| (2) Has advanced technology changed man's moral, aesthetic and spiritual values?                   | <ul style="list-style-type: none"> <li>- affluence</li> <li>- changing influence of social institutions - family, church, school, government</li> </ul>  |
| (3) Should moral, spiritual and aesthetic values keep pace with technological advances?            | <ul style="list-style-type: none"> <li>- social disorder - crime, racial tension vs. changing moral attitudes</li> <li>- cultural lag</li> <li>- respect for tradition</li> <li>- changing aesthetic values</li> <li>- apathy - lack of involvement</li> <li>- fatalism</li> <li>- anomie</li> </ul> |

3. Value Issue: How can the quality of urban life be improved?

Understanding the Value Issue

Suggested Concepts for Developing Value Issues

- |  |  |
|--|--|
| (1) What are the problems resulting from the growth of large urban centers?        | <ul style="list-style-type: none"> <li>- urbanization</li> <li>- anomie</li> <li>- housing</li> <li>- community planning</li> <li>- crime</li> </ul>   |
| (2) In spite of the advantages of urban living, why do problems continue to exist? | <ul style="list-style-type: none"> <li>- pollution - land, air, water</li> <li>- recreation</li> <li>- individual worth</li> <li>- mass man</li> </ul> |
| (3) What measures should be taken to improve urban life?                           | <ul style="list-style-type: none"> <li>- consciousness of time</li> <li>- materialism</li> <li>- interdependence</li> <li>- core</li> </ul>            |

Suggested Concepts for Developing  
Value Issues

Advantages

- suburb, slurb, exurb
- megalopolis
- entertainment
- cultural amenities
- group protection
- impersonal relationships
- concentration of labour, capital, services
- urban-rural conflicts
- congestion

REFERENCES

No single school will be able to purchase all the materials on the following list. Teachers must exercise discretion in selecting those materials that seem to best fulfill the specific aims and objectives of the school's social studies program.

Print Materials

*Prices are approximations only and are subject to change. They are included here as rough guidelines.*

It is recommended that no more than five copies per class of any one title be purchased.

These books will be available through the School Book Branch on special order.

General References

Stavrianos, L. S.  
(Ed.)

A Cultural Area in Perspective Series

Macmillan Company of Canada Ltd.

70 Bond Street

Toronto 205, Ontario

Current study of the region from four points:  
Basic facts, Politics, Economics, Culture.  
Well illustrated with maps, charts, and  
diagrams. Draws comparisons with the U.S.A.,  
sometimes with obvious bias.

\$1.45 for each title

*Latin America*, 1970

*Soviet Union*, 1967

Cultural Regions of the World Series

Collier-Macmillan Canada Ltd.

539 Collier-Macmillan Drive

Galt, Ontario

Each of these books is written with the people of the region as the center of interest, concentrating on how they live, how they are affected by history and geography, their political and economic situation, the language they speak, their education, their arts and their hopes for the future. Excerpts from source materials, interviews, maps, pictures, charts and graphs are of value.

\$2.50 for each title

*Latin America*, 1966*Soviet Union & Eastern Europe*, 1971

Peterson  
Morton

Jamieson, A.

World Studies Inquiry Series*Latin America*, 1969

\$2.20

J. M. Dent &amp; Sons (Canada) Ltd.

100 Scarsdale Road

Don Mills 404, Ontario

Inquiry-oriented, soft-cover source book. Examines geographic considerations, traditions and change in Latin America, people and thoughts, problems and promises. Each selection contains a reading and three groups of questions: Which? Why? and What Do You Think? Easy reading.

Today's World In Focus Series

Ginn &amp; Co.

35 Mobile Drive

Toronto 375, Ontario

This series examines the land, the people past and present, economic growth and current economic state; social and political problems are also examined. Very easy reading. Some topics treated only superficially.

\$1.90 for each title

*Argentina and Chile*, 1969*Brazil*, 1964*Mexico*, 1966*The Soviet Union*, 1966

Blanksten, G.I.  
Webb, K.E.  
Sanchez, G.I.  
Petrovich, M.B.



McCrea, R.

World Areas Today Series

*Latin America*, 1970

\$2.50

Longman Canada Ltd.

55 Barber Greene Road

Don Mills 403, Ontario

Although emphasis is on the struggle for economic development, main historical, sociological and political trends are examined. Pictures, charts, maps and tables.

Popple, J.

Curriculum Resource Books

*The Landscape of Europe*, 1966

\$2.25

McClelland & Stewart Ltd.

25 Hollinger Road

Toronto 374, Ontario

Four geographic studies (case studies):  
Norway, England, Sicily, The Soviet Union.

American Education Publications Books

American Education Publications

Education Center

Columbus, Ohio 43216

These books employ an unusually strong motivating technique. Intriguing case studies involve students intellectually and emotionally in vital issues that have persisted in our society for centuries. They also provide background material on geography, resources, and current problems. Short case studies are presented with accompanying value questions.

\$0.30 for each title

*Black in America*, 1968

*Changing Latin America*, 1970

*The Immigrants' Experience*

*Liberty Under the Law*

*Negro Views of America*

*Our Polluted World*

Massialas, B.G. &  
J. Zevin (Ed.)

World History Through Inquiry Series

*Man in His Environment*, 1969

\$1.45

Gage Educational Publishing Ltd.

1500 Birchmount Road

Scarborough, Ontario

Lessons organized on an inquiry approach.  
Available with guides, filmstrips, etc.

Land and Peoples of the World Series

Ginn &amp; Co.

35 Mobile Drive

Toronto 375, Ontario

Suitable as general references. Well illustrated with maps, charts, and pictures. Contain review questions. Reading level - Grades VII-VIII.

Glendinning, R.  
Uttley, M., &  
G. Aitchison

*Europe and the Soviet Union*, 1969*Latin America*, 1969

Paul, W.W.

Global Culture Series*The Story of Scandinavia*, 1971

\$2.30

Van Nostrand Reinhold Ltd.

1410 Birchmount Road

Scarborough 733, Ontario

A new book in the series. Quite readable.

## References For Specific Units

Miller

- A.1. *The Incidence and Effects of Poverty in the United States*

Macmillan Company of Canada Ltd., 1970

70 Bond Street

Toronto 205, Ontario

\$8.40 - in packages of 10 copies

Describes physical and psychological problems of poverty. Includes graphs, pictures, and readings. Transparencies and films available.

Coles, R. &  
A. Clayton

*Still Hungry in America*

World Publishing Co., 1969

Canadian Agent is:

Nelson, Foster &amp; Scott Ltd.

299 Yorkland Boulevard

Willowdale 425, Ontario

Paperback - \$3.95

A pictorial documentary on American poverty. It permits one to examine on a first-hand basis the effects of poverty.

- Downs, A. *Who Are The Urban Poor* - (Supplementary Paper #26)  
Committee for Economic Development, 1968  
477 Madison Avenue  
New York, New York 10022  
\$1.00  
Discusses the concept of poverty; also discusses extent and specific types of urban poverty, how social institutions influence poverty, and examines popular trends among the urban poor.
- Leinwand, G. *Poverty and the Poor*  
Washington Square Press, 1968  
Canadian Agent is:  
Simon & Schuster of Canada Ltd.  
225 Yonge Street N.  
Richmond Hill, Ontario  
\$ 0.75  
An examination of the problem and challenge of poverty; also contains short articles on various aspects of the poverty problem.
- Durfee, D. *Poverty in an Affluent Society*  
Prentice-Hall of Canada Ltd., 1970  
1870 Birchmount Road  
Scarborough 706, Ontario  
\$0.99  
Filled with descriptive prose of specific problems relating to poverty problems, worked in such a way as to require the reader to become involved.
- Hill, C.R. A.2. *Rights and Wrongs*  
Penguin Books, 1969  
Canadian Agent is:  
Longman Canada Ltd.  
55 Barber Greene Road  
Don Mills 403, Ontario  
\$1.25  
Although suitable mainly for the more able student, it contains case studies of human rights, especially in the Soviet Union. Also contains the Universal Declaration of Human Rights.

- Ford, R.                    C.1.    *Tradition and Change in Brazil*  
                                  Holt, Rinehart and Winston of Canada Ltd., 1968  
                                  833 Oxford Street  
                                  Toronto 530, Ontario  
                                  \$2.15  
                                  An excellent source for more capable students.  
                                  An inquiry-oriented source book about race  
                                  relations in Brazil.
- Leinwant, G.                C.3.    Problems of the American Society Series  
                                  Simon & Schuster of Canada Ltd.  
                                  225 Yonge Street N.  
                                  Richmond Hill, Ontario  
                                  Examines a number of social problems in the  
                                  United States. Written in an interesting  
                                  manner.  
                                  \$0.75 for each title  
                                  *The City as a Community*, 1968  
                                  *The Slums*, 1968  
                                  *The Traffic Jam*, 1968
- Durfee, D.                    Inquiry into Crucial American Problems Series  
                                  *Cities in Crisis*, 1970  
                                  \$1.00  
                                  Prentice-Hall of Canada Ltd.  
                                  1870 Birchmount Road  
                                  Scarborough 706, Ontario  
                                  Readings about urban problems followed by  
                                  inquiry-oriented questions.
- Coss, C. (Ed.)                *We Can Save Our Cities*  
                                  Scholastic Book Service, 1969  
                                  123 Newkirk Road  
                                  Richmond Hill, Ontario  
                                  A brief overview of the problems associated  
                                  with urban living - traffic congestion, crime,  
                                  racial tension, education, taxation, etc. Also  
                                  includes possible solutions to the problem -  
                                  what individuals and the community could do.

*Ghetto* - (A Simulation Game)  
Western Publishing Co., 1969  
1220 Mound Avenue  
Racine, Wisconsin 53404  
\$24.00

A game of mobility which simulates the pressures on urban poor and the choices that face them as they seek to improve their situation.

### Non-Print Materials

Teachers should avail themselves of the film, filmstrip, audio-tape and video-tape catalogs of the Audio-Visual Services Branch, or, if schools are located in Calgary or Edmonton, from local instructional media centers.